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ABSTRACT

This paper presents proposals for the design and institutionalization of a system for the production and distribution of reading materials for adults, especially in developing countries. Ideas about the problems of production and distribution are developed, along with ideas for use in designing, evaluating, choosing, and promoting policy and strategies related to resource allocation and institutional means. Divided in four parts, the first part deals with issues faced in determining policy. Recommendations are made for the maintenance and development of a network of organizations and institutions to meet the reading public's needs. Following definitions of reading material and the new reading public, an accounting is given of book production and related policy questions, including theme balance, readers' needs and developmental needs, integration of cultures, demographic considerations, sex roles, and ecological sensitivity. The succeeding parts relate to the design of book production policy for new readers in the Third World, needs and challenges of the rural press in developing countries, and libraries and related distribution systems to take reading materials to the readers in villages and small communities. An annotated bibliography is appended. (FP)

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READING MATERIALS FOR THE NEW READING PUBLIC: A POLICY BRIEF

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READING MATERIALS FOR THE NEW READING PUBLIC: A POLICY BRIEF

By H. S. Bhola*

Lifelong integrated learning, education permanente, continuing education, nonformal education, out-of-school education, adult education, non-traditional study, functional literacy education--these old and new phrases today appear and reappear in the documentation of international agencies, in professional literature of education and development and in popular journalism; they echo in international conferences, in parliamentary discussions, on political platforms, in party manifestos and in university seminars; and they are part of the dreams of the futurists and utopians who talk of learning societies and of the new global order that might, at the same time, accommodate diverse alternative futures. To the old-fashioned adult educator all this is music to the ear, despite the jangle of the new jargon.

Yet there is scepticism about this recent infatuation with nonformal, lifelong education of adult men and women. Questions remain. Are the visionsof learning societies compelling enough? Will commitments to nonformal education endure? Is the hope in adult education a positive hope or is it a desperate gamble after the frustration of decades with the programs of manpower training and universal elementary education? Thus, while the promise of nonformal adult education seems enormous, its future is not necessarily unambiguous. We cannot see inside the minds of the influentials in international institutions such as UNESCO and the World Bank who can make and significantly influence allocative decisions; nor

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can we make an accounting of the real political imperatives of the power elite of developing nations in Asia, Africa and Latin America who, for the present, all seem sold on adult education. The winds may change. However, as adult educators, we cannot but be enthused by the new visions and rejoice in the new possibilities. More importantly, as professional workers, we must make our contributions to clarify conceptual issues, project policy choices, develop institutional designs and systems of action, illuminate pedagogical problems, and propose strategies for delivery of instruction and for evaluation of impact. Hopes must not be betrayed for want of operational designs and instrumentalities.

General Orientation and Objectives

The main objective of this paper is to present a set of proposals for the design and institutionalization of a system for the production and distribution of reading materials for adult readers, especially in developing societies. Its general orientation is that of a policy prescription. It makes recommendations for actions that must be undertaken by leadership in a society, if they are committed to a systematic dissemination of knowledge among their people to enable them to engage in personal growth, increase productivity, maximize social satisfactions and to participate intelligently in the political life of their nation.

Production and distribution of reading materials in the Third World is still an area of hopes and possibilities rather than of shining examples of great achievements. But it is not a big wasteland, either. There have been successful approaches to production of reading materials for adults, effective methods of training writers of new literates, innovative strategies for bringing the book and its reader together for that most uniquely human adventure--reading. Policy makers in one country can

certainly learn much from experiences in other countries. There is scope here both for improvisation and innovation.

While the content of the paper is technical, it is not addressed to the technician. It is addressed to those who function within the policy making culture, working in federal and state ministries, planning directorates, adult education associations and academic bodies.

The paper should help the reader:

--To develop concrete ideas about the problems involved in the production and distribution of reading materials for adult readers in the developing world; and about the resource and manpower needs for establishing such a production and distribution system;

--To develop a set of ideas for use in the design of policy options, to evaluate and choose among them, and to develop language of justification for explaining and promoting chosen policies; and

--To develop strategies related to institutional means and resource allocations to do the best possible job within a particular national context.

The paper is divided into four parts--preliminaries and three other sections. The preliminaries include discussion of issues that must be faced in the very definition of this particular policy arena--production and distribution of reading materials for the new reading public. The three main parts that follow relate to the design of a book production policy for new readers in the Third World, needs and challenges of the rural press in developing countries, and libraries and related distribution systems to take the reading materials to the readers in villages and small communities.

Outside the Policy Frame

Policy makers must not only focus on the policy arena but must also

look outside the policy frame. That is, they must study the larger cultural and historical configurations surrounding the policy issues; examine the choices made prior to the set of policy choices now available to them; and articulate the assumptions made for inventing both policy agendas and policy solutions.

In the following we will, very briefly, comment on some of the themes related to the design and institutionalization of policies for production and distribution of reading materials, especially, in the Third World.

Knowledge and Development. In elaborating the policy prescription to be presented here, we are making assumptions about national development, and the relationship between national development and knowledge dissemination. What kind of development is desirable? Is such development possible for countries of the Third World? What kinds of inputs will be needed to bring about this development? What role must knowledge play as part of the package of developmental inputs? Must information and knowledge be available to the governing elite alone or must it be widely disseminated among the masses?

Our position on these issues is that development in the developing world is both a need and a possibility, it is also both a moral and a practical necessity. This development must not seek to reproduce the West, though economic development must inevitably be part of the total developmental effort in the Third World. It is also our position that development must touch the lives of all the peoples in a society and they should be enabled to participate in the design of their own destinies through knowledgeable discussion and informed choice. This then leads us to the need for adult education in those societies. We thus assume that the objectives of this adult education would not be merely

economic or political but broadly humanistic. We are indeed assuming that adult education will teach no narrow patriotisms, and reinforce no parochial, racial and exclusive categories, but will teach the vision of one humanity on the "Spaceship Earth."

The Image of the Learning Society. The learning society is a powerful social vision that brings up another important set of questions. Is the idea of the learning society feasible in a world ill-housed, ill-clad, ill-fed? Must the developing world first read books before it can even fill its bread baskets? What kind of learning societies, the societies of the Third World could be?

Ever since Robert M. Hutchins[1] talked of the learning society, the idea has fascinated many. But is the dream of a learning society only for the affluent? Is it only for the technological, workless West where the machine has taken up a large part of Man's labors and given him so much leisure? It is important to note that Hutchins' dream was a global one. In visualizing the learning society, he was anticipating "the evolution of a world community and a world order, and the dissolution of the class structure of all societies." And he called upon all who would hear, have the vision and welcome the challenge to educate not only for manpower but for manhood; not to raise "Christains, democrats, Communists, workers, citizens, Frenchmen, or businessmen" but human beings.

Can the developing world share the vision and meet the challenge? Can they afford to be learning societies? Or to put it differently: can they afford not to be learning societies? In our view, developing societies have no choice but to be learning societies if they want the chance to make the lives of their people worth living. They must educate their children, their youth, their farmers, their housewives, their

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[1] Robert M. Hutchins, The Learning Society. New York, N.Y.: F.A. Praeger, 1968.

workers, their miners, their teachers, priests, rulers, and parents. They must do it continuously to produce more, to be housed better, and to live in good health. They must learn and learn continuously to fight hunger, population explosions and pollution; to be enfranchised and to participate in their own future; and to cope with change and to make life more humane.

The societies in the developing world must become learning societies not only because they might otherwise starve to death under the burden of their own offsprings or make their existence too brutal to be called human but even to develop "collective consciousnesses." It might seem somewhat paradoxical to suggest that smaller national identities must be developed before larger, more global human identities will have a chance. Most of what we today call nation-states are really not. Only a few have had the initiation of blood through a "Long March" or a revolution that touched the lives of almost every one in the country. For most others, however, the coming of freedom and independence has been a spectator's experience. Changing such a developing society in one huge classroom might be the only way to provide the collective experience missed by such a society. Many developing countries may thus become societies in becoming learning societies. Of course, the collective consciousness so learnt need not be a narrow, parochial, racial, and exclusive consciousness. The new consciousness can and should accommodate the national and the international, the communal and the secular, the practical and the moral, the local and the global. The learning society is surely an explosive idea. It may not only provide for many societies the collective experience so far missed at the national levels but it may also provide us all with the new socialization to be the inhabitants of the Spaceship Earth.

The Medium and the Message. There is still another set of questions immediately outside the frame of our policy concerns. Does the learning society have to be a reading society? Can't it be a predominantly listening society? Or a viewing society?

Marshall McLuhan[1] told us that "the medium is the message." Many others[2] have since made inventories of effects of the media on different cultures. The choice between the book, the radio and the TV set, they have suggested, cannot be lightly made.

It is asserted that printed materials which assume literacy will teach the literate to divide and combine the world around him in the image of a page in the book. The lines on the page will teach him linearity of perception. Rationality will become the ability to connect and sequence statements as in a paragraph. The idea of sequence will teach a particular view of temporality, also causality. The reading man will stop experiencing his existence in terms of the total consciousness. Being able to read alone, by himself, will teach him individualism; being able to read about things, without at the same time being engulfed in them, will teach him detachment; being able to be individualistic and detached will teach him the habit of questioning. One can make speculations about what books and newspapers may do to the developing world.

The electronic media (radio and TV), we are told, are creating a different kind of world or may be expanding the tribal world of the primitive on to the global scale. This is a world of "allatonceness," of simultaneous happenings. It is bringing the whole world into the old localities; it is making the child the partner of Man; it is compelling interests; creating moral burdens and demanding participation. This is

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[1] Marshall McLuhan and Quentin Fiore, The Medium is the Message: An Inventory of Effects. New York, N.Y.: Bantam Books, 1967.

[2] Edmund Carpenter, Oh, What a Blow That Phantom Gave Me! New York, N.Y.: Bantam Books, 1972, is one interesting example.

a world that is acoustical, horizonless, boundless, olfactory and one that creates not publics but the mass. The world that the use of electronic media would bring about then would be quite a different kind of world.

What can a policy maker do with these speculations? Perhaps, nothing else than develop a realization that the life of the policy maker is not full of certainties; and that professional social scientists do not all speak with the same voice and are unable even to suggest the same set of tentatives for the policy maker to consider. In fact some of the things they say do not seem to have any linkages with the practical world of social action. Policy makers, therefore, have to have a far-away look on their faces but must act incrementally, going a step farther from where they are each time, enlarging the decision-making process to accommodate all possible points of view, sometimes simply muddling through with part politics, part prophecy, part logic, part poetry, part caution, part courage.

We are assuming here that the reading materials to be produced and distributed to adults will be one part of a larger message-media system available to adult learners. While this writer does believe in the need and the significance of books and reading in human communities, it is not intended to neglect or underplay the role of other media--radio, TV, folk arts--in the education of adults.[1] Indeed, media may have to play an important role in pre-literacy education of adult populations so as to alleviate their rampant conceptual poverty that would otherwise inhibit understandings of ideas included in books and newspapers. At the same time, such a policy of media-mix may enable us to meet the objections of

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[1] H.S. Bhola, "The Nature and Function of Literacy: Sociology, Cybernetics, Politics." ERIC No. ED 091 556.

some people who suggest that emphasis on literacy is reactionary[1] and promotes gradualism, postponing what needs to be done today to another day.

The Institutional Dilemma

Policy makers need to decide which directions the society should take; and they need to harness social power for creating new social outcomes that would take the society in those new directions.[2] This harnessing of national energies, at one level, may mean legislative and judicial initiatives to make existing institutions such as public libraries, schools and mass media institutions available to adult educators. At another level, it may be a matter of using resources to design and operate needed institutions and institutional networks.

The approach advocated in this chapter is structural-institutional. That is, we are recommending the establishment, maintenance, and development of a network of bodies, organizations and institutions in meeting the needs of production and distribution of reading materials for the new reading public.

At the practical level--and what some might call the technocratic level--this structural approach makes lot of sense. Whatever needs to be done systematically, and with some hope of continuity, needs a system --an organization of some kind. At the cultural level, however, some serious questions can be, and indeed have been, raised with regard to the creation of bureaucratic structures and their institutionalization. Ivan Illich's scathing criticism of the institutionalization of education in the developing as well as the developed world,[3] even though somewhat

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[1] Neil Postman, "The Politics of Reading," Harvard Educational Review. Vol. 40, No. 2, May 1970.

[2] H.S. Bhola, "The Design of (Educational) Policy: Directing and Harnessing Social Power for Social Outcomes," Viewpoints, Vol. 51, No. 3 (May 1975), Pages 1-16.

[3] Ivan Illich, Deschooling Society. Harper & Row, 1970.

one-sided, points to the ugly realities of institutionalized schooling. Already other commentators, like E. Verne, director of the review, Orientations, have warned against the institutionalization of nonformal education which by definition should take place within unformalized settings rather than institutionalized settings. Verne has pointed out the dangers involved in the institutionalization of life-long education. He has made some comments which are in fact of direct relevance to the interests of this paper:

> "By giving the illiterate the impression that books are the only possible vector of culture one immediately devalues the importance of his own discourse in his own eyes. When rural newspapers start coming out in support of local literacy campaigns organized by people from the towns, the tom-toms are very soon reduced to silence. (p. 29)" [1]

Let us explain how we have resolved this dilemma, at least to our satisfaction. We take the position that cultural action--educational, social, economic, developmental--will always involve affiliation of the outgroups to the systems of ideas of the elite and their ingroups. The choice is thus not between being affiliated and being left alone; the choice is really between the idealogies of the different contending elites; the choice is between future visions, social alternatives and the set of institutions which these alternative systems might generate. In other words, the need is to search for good, humanist elites who would help create humane institutions which do not strangulate the individual.[2]

The institutional dilemma can be reconciled also at the technocratic level. Institutional systems and networks that policy makers create need not be monolithic. They should indeed be capable of pluralism,

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[1] E. Verne, "Literacy and Industrialization: The Dispossession of Speech," Paper presented to the International Symposium for Literacy, Persepolis (Iran), 3-8 September, 1975.

[2] H.S. Bhola, "Notes Toward a Theory: Cultural Action as Elite Initiatives in Affiliation/Exclusion," Viewpoints, Vol. 48, No. 3, May 1972, Pages 1-37.

flexibility, diversity, participation, responsiveness and conviviality. These institutional networks could accommodate within themselves pockets of spontaneity and the un-institutionalized reality, grass-root institutions and traditional patterns and structures existing within communities. Institutional networks could be designed so that they are capable of evolution but which could self-destruct when not needed. They could be combinations of the public and the private, of the governmental and the voluntary. One could think of governmental institutions which sustain and mother other institutional elements in the network but do not control their ideas, initiatives, and approaches. In sum, coordinated networks, as distinct from controlled networks, should be possible to design and actualize.

While we suggest the creation of new structures and institutional patterns, we must caution the policy maker and the adult educator against creating empty institutional shells. It has happened much too often for comfort that decision makers in the Third World have gone on to build impressive edifices, to hire large staffs and to buy all the appurtenances of institution building, but once they were through with that process, they were left with neither the resources nor with the strength to mount actual programs and projects. We must, therefore, caution adult educators against building institutions first, while keeping services and functions suspended until later when the new institutions are ready. Indeed one might find it useful to think of an organic approach to the design of institutions. A total future institutional arrangement might be conceived of by policy makers as an ultimate ideal and a complete blueprint might be prepared as part of a policy solution. However, this institutional network may grow organically, element by element, as planning and implementation needs arise. What we are suggesting is that

decision makers must begin with functions and as these functions grow they may be allowed to separate and wear institutional garbs of their own.

Finally, as part of the preliminaries, we should make brief comments on reading materials and the new readers.

Reading Materials and the New Reading Public

What do we mean by the term "reading materials" and who constitute the "new reading public?"

Reading materials are, naturally, all those materials that are meant to be read. They are available in a multiplicity of formats: the dictionary, the story book, the workbook, the programmed manual, the newspaper, the leaflet, etc. They include various combinations of the verbal and the visual. In this paper we will discuss reading materials in two forms--books and the rural newspaper.

Defining the new reading public is more problematic. Does the new reading public constitute the new readers who just came out of the elementary schools and the adult literacy classes, assuming that there is an adult literacy program in the country? Or are they the new readers in terms of the new national needs as defined by the development elite and planning administrators? That is, are the new readers a group who, according to the governing elite, must have books to read if they are to be enabled to play their role in the actualization of national goals?

The new reading public is clearly part present, part potential. There are, in most developing countries, young men and women who learnt to read in elementary schools and now out of school as "school leavers," some of them wish they had books to read. But more importantly, the new reading public is a conceptual category, a development need and a future hope. Educators and development workers have realized that farmers,

workers, housewives and the youth of a society must be informed; and some of their information must come through reading materials. Only then will they be able to promote development, cope with the technological culture and participate in the social and political institutions of their societies. They realize also that literacy skills must be used if they are to be retained over the years. Indeed, school leavers in most developing countries, are relapsing into illiteracy partly for want of books they could read. Our new reading public thus consists of men and women in cities and in rural areas who learnt to read in primary schools or in adult literacy classes. We will include in this group the new literates and the not so new elementary school leavers. We will also include in our concerns those who finished secondary school, or even had a year or two of college, but who cannot always find materials they could read to teach themselves better economic and social skills; or material that could do more than story-telling and help them cope with the new world where past is far past and where future is today.

Planning and Implementing a Book Production Policy

Questions on how to provide reading materials for new readers assume some prior questions: Does the need exist? Isn't the publishing industry fulfilling the need that does exist in this area? Must governments take special measures for creating reading materials for the new reading public?

Book Production in the Developing Societies: A Brief Accounting

Printing has been widely diffused and has penetrated almost every human society today. Even though some of the printing shops in Asia, Latin America and Africa are using the types of printing machines that

long ago went on display as antiques in Western museums, they are still turning out printed materials: labels, letter heads, receipt books, leaflets, pamphlets and books.

Generalizations are difficult to make in the area of book production in the Third World. India, Indonesia, Egypt, Ethiopia, Tanzania, Ghana, Bolivia, Brazil would each present different pictures. India has had a long tradition in printing and now has quite a viable book publishing market. Egypt and Indonesia, again, seem to have done quite well in book production. The same cannot, however, be said about Tanzania where publishing had to be pioneered through the establishment of the East Africa Literature Bureau by the British. Purely through quirks of colonial history, Ghana is somewhat ahead of Tanzania. Indeed for a long time African literature had meant West Africa literature. Again, the situation in Bolivia is quite bad and in Brazil quite good. The table on the next page showing the consumption of "cultural paper" and book production and distribution in different regions of the world should be instructive. The situation in Asia, Africa, and South America is quite depressing, as we can see.

While these numbers tell a sad story, when the Third World regions are compared with Europe and North America, there are even more disappointing wrinkles. The trade book market (as well as the newspapers) in developing countries cater to the elite readers. Except for few exceptions (one of them being the newly emerging pocket book market in India which is beginning to bring some of the best in classics to the common reader), the trade book market does not meet the reading needs of the new reading public. Nothing much is available in most of the Third World countries of direct and special interest to these new readers.

If the new learning societies have to be created; if antidotes to

TABLE: WORLD BOOK PRODUCTION AND CONSUMPTION OF "CULTURAL PAPER"*

	Estimated Book Production and Distribution, 1976				Consumption of "Cultural Paper" per Inhabitant in Kilograms, 1976	
	Total Number of Titles	Number of Titles per Million Inhabitants	Percentage of the Total World Book Production	Percentage of the Total World Population	Newsprint	Other Print and Writing Paper
World	591,000	186	100	100	5.6	9.0
North America	91,000	382	15.4	7.5	41.4	66.9
Europe	269,000	565	45.6	15.0	11.9	23.2
U.S.S.R.	84,000	326	14.2	8.1	4.4	4.9
Latin America	31,000	92	5.2	10.5	2.9	4.3
Asia	100,000	70	16.9	45.2	1.8	2.6
Africa	11,000	27	1.9	13.0	0.7	1.1

*Adapted from Unesco Statistical Sourcebook, 1977

radio--the tribal drum--and TV--the cold medium--have to be created; if individuals have to be helped to acquire a sense of detached rationality and of scientific causality, and if they have to be helped to participate in democratic institutions, books must be produced that talk especially to their interests and which are written simply so that they can read by the new readers.

This points to the most important role that governments must play in producing and promoting the production of reading materials for the new reading public.

Language and Readability

The question of language in which literature for the new readers should be published must also be faced by policy makers and is not always a simple one to answer. In most countries of Africa and Asia regional, ethnic and tribal differences are reinforced by multiplicity of mother tongues. Some of the problems involved are technical, requiring design of linguistic atlases and grammars and conduct of related research but the most intractable problems arise from the communities' needs for ethnic identities, regional prides and from the politics of the choice of national language. Any choice in such situations would, of course, place one linguistic group in a position of advantage and put others at comparative disadvantage. Analysts of the Latin American situation have often regretted the "colonial situation" in countries of Latin America arising from the elites' insistence on the use of Spanish with peoples whose mother tongue is Aymara, or Quechua.

Different countries have come up with different solutions to their language question. Tanzania declared Kiswahili to be the national language and made it the language of literacy. Zaire has four national

languages and, additionally, French for the conduct of official business. Bolivia is beginning to accept the need to teach literacy in Quechua or Aymara before shifting to Spanish: that is, to teach Spanish as a second language. This, again, is an area where policy makers must be able to state their options clearly, must be able to relate choices and solutions to national ideologies and cultural aspiration, yet ensuring that logic, and good sense remain part of the politics of decision-making.

Related with the language question is the question of readability of materials produced for the new reading public. The trade book market is deficient not only in terms of the content areas and topics of books it produces but also it publishes books written in a style and a level of language that the new literate cannot fully understand the messages in those books. Trade book writers and publishers are a conceited lot. For them to be complex and involved is to be smart. The idea is not to communicate but to impress. Books for the new reading public must, however, control readability levels. They must be written simply and yet deal with serious adult concerns. We will have more to say about readability in later sections.

The Questions of Content and Clientele

A policy prescription for production of reading materials for the new reading public must deal with questions of client groups to be served, and the messages the reading materials should carry to the new readers. Every once in a while there appears a survey of adult reading interests in the literature of literacy and adult education. Adults are asked: what books would you be interested in reading? The implication is that policy makers would then seek to satisfy those interests. It would be

the honest thing to recognize, however, that adult educators are in the business of fashioning needs rather than merely meeting felt needs of adult groups. Adult educators certainly must study the felt needs of adults so that they can use those felt needs to fashion new ones. Merely surveying adult reading interests would not, however, help the policy maker in designing a publication program. He has to both ask and tell, to see and foresee, to find and fashion. There are three important battle grounds--economic, political and cultural. To acquit himself well on all these fronts the adult educator as policy maker in the book production area may seek to find a balance among and along the following polarities representing different contents, clients, and interests:

Readers' Interests----------Developmental Needs

Traditional Heritage----------Contemporary Issues

Humanist Culture----------Scientific Culture

Local----------Global

Rural----------Urban

Mass Orientation----------Elitist Orientation

Male----------Female

Ecological/Conservationist----------Consumption Oriented

Productivity Goals----------Distributive Justice

Information Dissemination----------Identity Definition

Folk Forms----------Modern Forms

Reconciling Readers' Interests and Developmental Needs. Book publication policies must strike a balance between the social and development needs of a community on the one hand and readers' interests on the other. Social and development needs can often be defined by the power and developmental elite of the society. However, readers' interests are sometimes difficult to determine.

Various surveys of readers' interests have been developed over the years by adult educators in various settings and contexts. Some of these have been systematic, others quick and impressionistic; some are old, others much more recent; and all of them mutually inconsistent. Agriculture[1] was the foremost expressed interest in one survey, folk and religious literature in another.[2] A Tanzanian[3] sample of new readers' first preference was biographies of community and political leaders; and a group of Nigerian[4] women were most interested in shopping. Ordering of items of interest in different lists has varied. Literature, folk stories, biography, religion, history, philosophy, arts, social sciences, general knowledge, science, family health, child-care, home-making, preparing and serving foods, games and sports, recreation, development, handicrafts, occupational techniques, business, citizenship and Dharma (Man's duty in this world) all have appeared in one survey or another of readers' interests. Answers seem to have often been artifacts of the questions asked. Again, what was expressed interest was not always the actualized interest. A 1962 study conducted by the National Fundamental Education Center (now the Directorate of Adult Education in New Delhi)[5]

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[1] Mushtaq Ahmed, An Evaluation of Reading Materials for Neo-Literates and a Study of their Reading Needs and Interests. New Delhi: Jamia Millia Islamia, 1958.

[2] Referred to in T.R. Nagappa, "Work-Oriented Literature for Neo-Literates--A Team Operation," Indian Journal of Adult Education, Vol 32, No. 7, July 1971, Pages 15-16.

[3] This Tanzanian survey of readers' interests was conducted by the Institute of Adult Education, University of Dar-Es-Salaam with a sample of 800 adults in the four Lake Regions and was briefly reported in Literacy Today, Vol 2, No. 6, November-December, 1974.

[4] Survey reported in Literacy Today, Vol 2, No. 5, September-October, 1974.

[5] Quoted in H.S. Bhola, "Books for the New Reading Public," Lekhak (Quarterly Newsletter of the School of Social Writing, Mass Communication and Training Department, Literacy House, Lucknow.), Vol IV, No. 2, July-September, 1967.

found that rural subjects desired to read science, literature, religion and agriculture almost equally but actually two-thirds of the reading was in literature and folk literature, one-fourth in religion and only one-tenth in science.

A reasonable generalization that can be made is that adult readers do want to read developmental material and material that will teach them economic skills. But they do also want to read more generally in religion, history, technology, and politics. They also want to read for pleasure. Any policy designer concerned with the formulation of publication policies for books for adults must reconcile these two pulls between needs as defined by development elite and readers' interests for whom those books will be written.

Traditional and Contemporary Themes. Publication policies for reading materials for the new readers must also keep a balance between traditional themes and contemporary themes. While the new readers are fed on themes of development plans, new social aspirations and economic possibilities, they must also be put in touch with their old heritage. This could be done by re-telling the great epics, classics and folk stories of the culture in simpler language and by otherwise treating traditional themes of history and culture in the literature for new literates. Both India and Brazil's Mobral have done excellent work in editing classics from the "public domain" and adapting other popular works for their new readers.

Integrating the Scientific and the Humanist Cultures. C. P. Snow[1] in his book published in 1959 talked of the Western intellectuals having come to be divided into two cultures--the literary (or the humanist) and the scientific. He observed that there was little common between these

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[1] C.P. Snow, The Two Cultures and the Scientific Revolution. Cambridge (England): University Press, 1959.

two cultures in terms of their intellectual, moral and psychological climates; and, regretfully, they had almost ceased to communicate with each other. The problem is not merely Western; and the division between the scientific and the literary cultures in developing countries is even more acute. This division between the two cultures is reflected also in the adult education sector. Most of those now working in adult education have typically come from the literary culture. The scientists, doctors, engineers and others trained in the scientific culture generally have no interest and no say in the nation's adult education policies. The result is that policy makers neglect scientific and technological realities in most aspects of adult education. Even though most people in most places in the world are enveloped in technology, yet technology and science are not reflected in the publication programs of books for the new readers.

Indeed, the separation of the humanist and the scientific cultures in the Third World could be tragic. We would not, perhaps, suggest the banishment of all that is "magical" from the lives of peoples in the Third World but where this is not producing more food, curing disease, and planning families the scientific must be introduced to do the job. The scientific and technological challenge in the developing countries must in fact be met at two levels: developing countries not only need to produce scientific manpower, they must also create scientific-technological cultures where farmers and workers can learn to "experiment" at home, in the field, and in the work-place.

A Bifocal Vision Including the Local and the Global. While fulfilling specific and local needs of communities, books must open up new horizons for their adult readers. They must socialize them for a world citizenship. Books must make adult readers meet their neighbors, see

them at work, at play and at home to understand the common humanity of us all. They must help us understand "culture as play" and to know that different cultures play different cultural games. They must enable us to get beyond the abusive and the frivolous stereotypes of each other. We must all learn that the pride of families, and the power of nations will not be furthered by out-procreating other families and other nations; and that the future of the planet might not be safely left in the hands of autonomous nation-states, including our own.[1]

At an intermediate level between the global and the local, publication policies must reflect the national ethnic and cultural richness. Books must be written that talk of special minorities and communities within a society; and of their feasts and festivals without promoting the ethnocentricity of the majority that might patronizingly study its own tribes and minorities.

At the same time, reading materials must deal with the specific, local social and identity needs of the groups they serve. After all it is possible today to print books in editions of a hundred to a million or more. There would be the need, and there should be a place in policies for book production to produce books in limited editions to fulfill specific needs. Specificity of reading needs, in itself, can be of two kinds: (a) situational specificity, and (b) reference group specificity. A group of readers, that is, may be specific to a place. They may be all living around Lake Victoria in East Africa and may have a common need arising from that situation. At other times, the group of readers may be spread all over a region or all over the world but may still have specific interests that are not more generally shared.

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[1] Willis W. Harman quoted in Paul Dickson, Think Tanks. New York, N.Y.: Atheneum, 1971, pp. 337-338.

The Rural and the Urban. Most underdeveloped countries are basically agrarian societies. Most of their people live in rural areas--in villages, in the bush or on the campo. But policy makers engaged in the design of plans for the production of reading materials must not neglect the urban demography of their countries. With hardly an exception, all developing countries have urban centers and those urban centers, inevitably, have their slums. The urban proletariat, those employed in factories and those unemployed and on the streets, must also be given books to read. Indeed, the urban environment may already have developed among urban adults, needs and compulsions to read which must be served.

The Mass-Elite Orientations. In designing book production policies for the new readers, an adult educator needs to watch on both sides of the mass-elite issue. A policy maker should neither impose on the masses his elitist values about content, treatment and form, nor attribute vulgarity to the masses and provide them with simple-minded and lowbrow reading.

Male Readers and Female Readers. The recent flowering of women's liberation movements, in some form or the other all over the world, has brought home to us the cruel facts of how women have been abused at home and in the field and denied the right to envision, to govern, to decide. The area of production of reading materials has also been a man's world because literacy programs had often been organized for men rather then for women. Special efforts should be made by policy makers to serve the reading needs and interests of women both in the urban and rural areas, so terribly neglected thus far. Also women need not any more be seen merely as housewives and homemakers, with interests only in child-care and family food. Now that women have been discovered at last, they should be seen as more than one-dimensional, as whole persons with needs to learn

about power and status and government and with needs to be entertained by what they read.

Ecological Sensitivities versus Consumption Orientations. Some social commentators have argued that the hidden curriculum of formal education has been more effective than its manifest curriculum. They assert that even when schooling failed to teach reading and writing, it yet succeeded admirably in coopting learners to the industrial order and in teaching them grossly exaggerated consumption behaviors. Products of schooling have thus, watched the destruction of their physical environment--killing of birds and animals, cutting down of trees and poisoning of their air and waters--as they have blissfully gone about buying and consuming more and more material goods. Adult educators in the Third World must avoid this from happening to their communities. The reading materials while inspiring adult learners to produce more to fight dire hunger, and encouraging them to use technology to make their lives more humane, must not dull their ecological sensitivities. Books for the new readers must teach that progress can go together with conservationism and environmentalism.

Greater Productivity versus Distributive Justice. Again, while adult educators and functional literacy workers in the Third World have emphasized greater productivity in the field and in the workshop, they have not always addressed themselves with the necessary zeal to questions of distributive justice. Development does not mean merely more production, but also it means changes in the political, social and economic institutions of a society to achieve a more just distribution of the wealth produced. Book production policies must respond to both these needs of greater national productivity and of distributive justice.

Information versus Identities. Development of individuals, communities

and nations is not merely a question of dissemination and utilization of more and more development information and communications. Deep transformations of individual and national identities are involved. New tools and modes of production change a man's relationship with other men and with the world in general. This puts individuals through identity crises. At the community and national levels, again, redefinitions of images and identitites become necessary. Books for the new literates, who would most often also be subject to development processes, must help them through these changes of identity. Writing such books should be a challenge to the very best in any nation.

The Folk and the Formal. Finally, publication plans of adult educators have often emphasized the prose narrative. This inspite of the fact that the new adult readers in the Third World are often closer to the poetic tradition than to the prose narrative and often have rich folk forms in which new meanings and messages could be put. Cultures that have poetic traditions also produce poets of their own. In India it was possible to recruit poets for the writers' workshops for writing books in poetry for new literates. It should not be difficult to find poets in Iran or China or Bolivia or among the Yoruba in Africa who are known to have an intense interest in poetry and the verbal arts. While we are aware of the fact that prose has sometimes been read more than poetry and poetry more than drama, poetry and drama as forms of expression should not be neglected.

The Talent, the Training and the Incentive Structures

It would be a challenge for policy makers to make publication plans that will hopefully serve both societal needs and individual interests and at the same time to reconcile the demands put on them in terms of

the various polarities we have discussed in the preceding. But an even greater challenge would arise in getting those books written and published. One has to find the talent, train that talent--which is often necessary to do--provide these trained writers the incentives to write, and channels for publication if the incentives should work.

Finding the Writers and the Would-Be Writers

Talent and creative potential is spread widely and fairly across countries and continents, hills and valleys, towns and villages; among different races, religions, classes, sexes, ages, and intelligences. But talent for writing is not necessarily flowering everywhere. An illiterate may compose poetry and tell intriguing stories but he is not able to write a book for us to publish.[1] In many developing countries most of those who can read and write are employed by governments as part of the bureaucracy. In some societies those who are literate and can write, cannot always write in their own mother tongue. In societies where written traditions go far back, there are still not too many writers around who would write for the new readers.

Training the Talent

Writing for new literate adults is not the same as "writing" generally. The new reading public does not have the reading skills needed for reading the elitist books being written by some of the famous writers of the Third World--many of whom might get published first in London and Paris in English or French. The new readers do not have the same reading skills, not even the same consciousness as their metropolitan brethren; and they do have different needs. Books written for these adult readers

[1] Some of this oral tradition of poetry and story telling has been put into writing with the help of the tape recorder. But to do more of this systematically and with sensitivity we would need people trained for careful and patient fieldwork and others with writing abilities to make such materials ready for publication.

have to be written simply, using controlled vocabularies and readability levels. Yet they have to talk of adult ideas, socially significant ideas, challenging ideas, radical ideas. To write for the new reading public, writers thus need a special orientation. This orientation some writers could develop on their own. But a seminar or workshop setting would help most others.

The questions a policy maker may ask are: Can one really train anyone to write? Isn't the ability to write a God-given gift. It can be suggested as an answer that while natural talent helps, training can work wonders. Training can discover hidden talents and can strengthen the talent that already exists. This is especially true in relation to expository writing as distinguished from creative writing. Expository writing is message-making and should be treated as such. Writers can be trained to make messages on various topics: races in the family of man, on human discoveries and adventures, on how the radio works and foods grow and on the human machine itself. Creativity will, of course, help but the development of simple skills to communicate in writing will bring about fantastic results.

Writers' Workshops

Some useful experience is available from India for the design and conduct of writers' workshops to train writers for writing for new literate adults. The Ministry of Education of the Government of India organized the first few of such workshops in the country. Literacy House, Lucknow, later established a regular School of Social Writing to offer resident workshops for writers. During 1966-68, this author was in charge of the writers' workshops at Literacy House and had some first-hand experience with the training of writers. A brief reconstruction of that experience might be useful for policy makers.

Some of the earlier writers' workshops at the School of Social Writing of Literacy House had been organized for candidates sponsored by adult education and community development agencies in India. Later on these workshops were thrown open to all those who had the aspiration to write, wanted to contribute to adult education and wished to make commitments of some three months of their time for very little returns in terms of monetary and status rewards. The school had always excellent response and these workshops were always filled with recruits.

The basic objectives of the writers' workshops were:

(i) To assist the trainees to understand that writing for the new literate was message-making first and creative writing later; and

(ii) To help the trainees to internalize the steps in such message-making (from the selection of a topic through content outline, choice of literary treatment, initial writing, obtaining reader feedback for initial revisions, group-testing, to final revision and preparation for printing) through actual internship experiences with writer-teachers in the School.[1]

Each workshop lasted for a 12-week period. The time was roughly divided as follows:

Introductory: Why Followup Materials for New Literates? National Needs and Individual Interests, Concept of Readibility, Making and Using Vocabulary Lists, General Printing Considerations.	1/12
Expository Writing: Steps in Planning Expository Writing.	1/12

[1] H. S. Bhola, "Do You Plan Your Books Before You Write Them?" Lekhak (Quarterly Newsletter of the School of Social Writing, Mass Communication and Training Department, Literacy House, Lucknow.), Vol. IV, No. 3, October-December, 1967.

A Pilot Exercise: Writing a Short Expository Piece, Expert Evaluation.	1/12
Choice of the Main Theme and Doing Needed Subject Matter Research	2/12
First Writing and Field Testing.	2/12
Additional Writing and Further Field Testing.	2/12
Preparing the Final Manuscript and Developing Instructions for the Printers.	3/12

The workshops attracted both men and women though there were always many more men then women. In a country where there has always been such rampant unemployment even among the educated, the workshops did get some participants who would not have been there if they had been gainfully employed. But then there were some who came at considerable personal sacrifices at home and at work and travelled hundreds of miles to be able to participate. They all did their best to produce manuscripts. Some of them before they came had written short pieces of poetry or prose and had published them in a school journal or a local tabloid but most had not written before. By the time they finished their three-month workshops, important things had happened to them. Some had indeed changed old personal identities for new ones and they continued to write after they had returned to their own environments. Others became interested in voluntary adult education work. In terms of operational objectives, the workshops were quite successful. On the average, one-third of all manuscripts produced by the participants of a workshop were ready for the printers. Another one-third could be readied with reasonable editorial work. The experience with these workshops was such that they can be

recommended unhesitantingly to policy makers in other countries and cultures.

Writers' Workshops: Experiences Elsewhere

The School of Social Writing of Literacy House, Lucknow, is perhaps the only place where the function of training writers for new literates has been partially institutionalized. It has its own building with office space for the school director and writer-teachers, lecture halls, and independent rooms for workshoppers. It has a staff of editors; and workshop offerings are both regular and frequent. But this is not the only program around for the training of writers. Other institutions and associations in other countries have used writers' workshops both to train writers and to produce reading materials. Tanzania has a "Writers Workshop" as part of its Adult Education Division in the National Ministry of Education. Nigeria has organized a series of writers' workshops over the years. Unesco's global initiatives in this area are particularly noteworthy.

Creating Incentives for Writers and Publishers

Providing material incentives to writers in terms of prize monies or royalties; and making bulk purchases from publishers to promote their publication efforts in regard to books for the new reading public are now becoming typical strategies. Caritas in Rwanda and Burundi has used a prize scheme to encourage students to write manuscripts in the Vernacular and has established a publishing house to publish books. Mobral in Brazil pays handsome royalties to authors with editions going up to 100,000 copies for each book published. One could easily find half a dozen other instances.

One of the best known programs for creating incentives for writers and publishers of reading materials for new literates (also called follow-up materials) has, again, been developed in India. Initiated in the early 1950's, the program is still being implemented. The Ministry of Education (with encouragement and association of Unesco in earlier years) offered prizes to writers of books for new literates and subsidies to publishers for publication of those books. Prizes were offered each year (and sometimes more than once in a year) to writers and publishers of follow-up books in all the regional languages of the country. There is indeed merit in these Government of India plans because books for new literate adults do not find publishers too easily. There is money in textbooks and in trade books, and publishers do not, therefore, go into printing books for the new reading public. Governmental initiatives and help are necessary: sometimes as a publisher; sometimes as a subsidizer of publications; and sometimes as promoter of writers' guilds, cooperatives, and book trusts.

Can governments afford the amounts of money needed for generating movements for production of material for the new reading public? Also should they spend money by giving subventions to persuade publishers to publish books? The answers to both those questions seem to be in the affirmative. If governments can spend on defense munitions, airports, and roads; and if they can establish ministries of information and extensive communications facilities there is no reason why they should not spend on promoting production and distribution of reading materials for adults.

Extending Resources through Collaborations and Coalitions

It should often be possible to extend government resources in this

area by looking around for professional collaborations and coalitions. Funding may be available from international agencies, such as, UNESCO, World Bank, OAS, etc. Bilateral assistance can also be available. The Swedish have provided printing paper to Tanzania; Indiana University, with USAID sponsorship, has trained African journalists for years. Often there are bilateral and multilateral projects in the country which may not be directly in the book production business but which may be most willing to support production of reading materials. The International Planned Parenthood Federation may be willing to underwrite a book on family planning for adult women readers. WHO may, again, be willing to support a series on health and nutrition. The ILO and trade unions in the country may be more than happy to underwrite books on labor education and industrial safety.

The policy maker must pay special attention to building relationships of coordination and collaboration with the international and regional institutions of literacy and adult education all over the world. There are many such institutions today: The International Council for Adult Education, Toronto, Canada; The International Institute for Adult Literacy Methods (IIALM), Teheran, Iran; The Arab States Literacy Organization (ARLO), Baghdad, also The Regional Center for Functional Literacy in Rural Areas for the Arab States (ASFEC), Cairo; Regional Council for Adult Education and Literacy in Africa (CREAA), Lome, Togo; The National Institute for Functional Literacy and Applied Linguistics (INAFLA), Bamako, Mali; Society for the Promotion of Adult Education in Africa (AFROLIT), Kenya, Nairobi; The Regional Center for Adult Education (CREA), Caracus, Venezuela; Centro De Educacion Fundamental Para El Desarrollo De La Comunidad En America Latina (CREFAL), Patzcuaro, Mexico; and The Asian South Pacific Bureau of Adult Education (ASPBAE), Sydney,

Australia. This does not exhaust the list fully. The success of these institutions, in turn, depends upon the demands for information, advice, assistance and collaboration made upon them by policy makers in the various regions of the world.

Church monies are another source. Now that most churches are doing more than evangelizing and are undertaking more and more secular work, they are an obvious source for some countries to tap. The Agency for Christian Literature Development in 1972 had a million pound fund for the production of literature. Intermedia, New York, the successor to the Committee on World Literacy and Christian Literature of the National Council of Churches has funding to support production of books and training of writers. The JESCOMEA (Jesuits Engaged in Social Communications in East Asia) is another example. The Maryknoll Fathers have a school in Nyegezi, Mwanza to train journalists and field workers. There is a Centre for Evangelical Literature at Yaounde, Cameroun. Unesco's Literacy--A Newsletter (First Quarter, 1972) reported that the center had already published 58 works by African authors and had a production schedule of twenty new publications each year. Their interests are not exclusively evangelical. The choice of works published has taken into account the preferences of the African public. Their cultural objectives are to contribute to a better linguistic training for readers. They also have modernizing objectives in the integration of the African society into the modern world.

Laubach Literacy International, an organization with a long history of literacy work, realized the need for special reading materials for adults early in its work. Their New Readers Press was begun some 15 years ago, as they saw the need for a publishing enterprize to publish reading materials of high adult interest and written at easy reading

level to be read by the new literate. Their catalog presents the variety of materials that the New Readers Press has produced over the years. Their publication program, again, goes beyond evangelical literature and covers important secular areas of reading and writing, skills development, marriage, family, work, food, nutrition and environment.

The Need for Institutional Solutions

That their plans may not remain mere words written in the sand, disappearing with the coming of the next batch of decision-makers, in bureaucratic shuffles and frequent ministerial changes, policy makers must institutionalize their policy initiatives. Institutions are the building blocks of cultures and institution building is an important part of cultural action for planned change. We have already referred to some institutional solutions; some more can be added to develop a potentially influential set of institutional stretegies. Permanent tax-free "Book Funds" and "Reading Foundations" may be established for the production of literature for the new reading public. "National Book Trusts" and "Literature Academies" may be sponsored and supported. National or regional "Writers' Workshops" (on the model of the Literacy House School of Social Writing) may be established. "Writers' Guilds" and "Writers' Cooperatives" may be created. The underprivileged and the disadvantaged often need help even in the consumption of knowledge. Consumer groups such as study circles, book beats, and reading forums for farmers, workers, women and youth must also be promoted and institutionalized.

To sum, the new reading public must continue to read to be able to retain their literacy skills acquired in schools or within special adult education programs. They cannot often read what is available in the trade book market today. Special books, sometimes called follow-up

literature, must be written for them. For this to happen, writers must be found and trained; and incentives must be provided to writers to write for the new reading public, and to the publishers to publish for the new reading public. Structures must be created that allow the multiplication of governmental effort by private and voluntary efforts, ensuring both continuity and creativity in the programs of production of books that must take years and years to make an impact.

The Rural Press

The newspaper is an important--or at least the most talked about--tool of the literate society. In the developed world and in metropolitan areas of the developing world, the newspaper, like electricity and piped water, has come to be a utility.

Newspapers are different from books in some important ways. The newspaper is about events as they are happening around us today. It is current and it is immediate. It throws up a concrete image of today's world and puts us somewhere in the midst of it all. The next day, it throws up another image and once, again, puts us in there somewhere. The newspaper does not merely inform, it gives us a sense of our history, a feeling of participation--of excitement, of fear, of change, of hope, of collective vulnerability as well as of social possibilities.

Most literacy workers consider the establishment of a rural newspaper (we say "rural" because most people in the Third World live in the rural areas) as perhaps the most important contribution to the creation of a literate environment. The newspaper, it is suggested, would not only provide the new literate with something to read and thereby keep him from relapsing back into illiteracy but also would bring him in touch with the larger world around, opening up new horizons. This is not easy

to do in a world where serving the capital cities and townships with newspapers is in itself an awesome task. The Third World does not have enough newspapers to read. (See Table below.)

TABLE: NEWSPAPER CIRCULATION

	Number of Dailies	Estimated Circulation	
		Total in Millions	Per 1000 Inhabitants Aged 10 Years and Over
World	7,900	408	175
North America	1,935	66	334
Europe	1,660	115	289
U.S.S.R.	690	101	473
Latin America	1,075	23	100
Asia	2,230	90	90
Africa	190	6	21

*From Unesco Statistical Sourcebook, 1977

Aims of the rural press are typically defined as follows:

(1) to provide reading material for new literates;

(2) to ensure the continuing education of the rural masses; to give them practical advice on production and civic rights and responsibilities;

(3) to give the masses information about events concerning their environment, their region, their nation and the outside world at regular intervals;

(4) to ensure a "dialogue" between the leaders and the rural masses;

(5) to help ensure the participation of the rural masses in the economic, social and cultural development of the nation;

(6) to proceed to set up a local, decentralized press and to show the

rural masses how to express themselves in the press;

(7) to introduce the rural masses to the reading of newspapers.[1]

The rural press, fortunately, is not merely a hope, there are already rural newspapers being produced and distributed in places all around the world. A document prepared by the Unesco Secretariat for the International Symposium for Literacy, Persepolis, Iran, (September 3-8, 1975), had this to say about experience with the rural press:

> "In spite of the many problems caused by the lack of financial resources, the lack of printing facilities, of paper, of distribution systems, more than 30 countries in these last years have been able to produce and distribute periodicals and newspapers especially designed for new literates, often in local languages. Among the most lively: Kibaru in Mali, Ruz-Nau in Iran, Bekham Bidan in Afghanistan, Sengo in the Republic of Congo, Game-Su in Togo, Elimu-Haina-Mwisho in Tanzania, Saabon Ra'avili in Niger, News for All in Jamaica, New-Day in Liberia, Ujala in Utter Pradesh, India. The Mobral publishes, fortnightly, two newspapers: one "Journal do Mobral" in two million copies addressed to the learners attending literacy courses, and another one: "Integracao" for the neo-literates. It should be added that regular newspapers in Tanzania, Zambia, Tunisia, Thailand and Venezuela and other countries, devote a part of their space to articles for new readers."

As policy formulaters, we should, however, consider some problems inherent in the establishment of newspapers for rural readers. First and foremost are the problems of distribution of the newspaper, with the obverse of this same problem being the problem of collecting local and regional news. In localities where the infrastructure of roads, trains or buses does not exist and postal services are infrequent or non-existent, the only choice available to the newspaper publisher is to develop his own infrastructure. That can be very expensive even in projects with scores of landrovers and jeeps shuttling around in the bush or on the campo or in and around the villages. This author's first-hand knowledge

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[1] Hifzi Topuz, "Creation of a Rural Press for the Newly-Literate," Literacy Work, Vol. I, No. 4, (January, 1972), Pages 87-88.

of the problems of distribution of Literacy House's Ujala in Utter Pradesh, India and of Habari Ya Busega in the Lake Regions of Tanzania was indeed sobering. Equally sobering was the failure to collect local area news with which the new literates could identify. The oral communication network was perhaps doing better for our potential readers than our newspapers.

Some adult educators and functional literacy workers want the rural newspaper to become the community's own newspaper. They wish that the community itself would take the responsibility of collecting news, editing, editorializing, composing, printing and distributing their own newspaper or at least a news-sheet. The idea sounds too good to be contested. It sounds almost romantic--a community engaged in creating, producing, disseminating information and news about themselves, learning, relating, showing concerns, solving problems, growing, acquiring conscientization, influencing life in the community and the nation.

One must, however, be wary of getting into plans for a rural newspaper without first making a dispassionate analysis of infrastructure, inputs, processes, outputs, and consequences. If not handled carefully, the newspaper may merely become a headache and nothing else. We are beginning to realize that for groups to handle media as producers to express their special objectives, they must first develop routine experiences with the media as consumers. Open TV came to U.S.A. after long experience with TV viewing. Experimental film was born after many years of experience with the medium and with the tools of its production. Rural press produced by communities themselves may be possible only after substantial routine experiences with newspapers produced outside.

The Tanzanian experience[1] with rural newspapers (Habari Ya Busega, Habari Ya Ihangiro, etc.) supports our contention. It had been hoped that each of the four regions being served by the Project under the Unesco Experimental World Literacy Program would have its own rural newspaper. But the communities could not always produce them, and so the Project office had to. The collection of local news and the distribution of those cyclostyled news-sheets left much to be desired. When the responsibility for production and distribution was ultimately transferred to the regions, there were further breakdowns--printing paper was scarce, stencils were not available, the district office did not have all that ink for the duplicator, or the duplicator itself broke down, the editor went on leave, or lost interest because he did not like the quality of the product--the newspaper did not look like a real newspaper. Those four rural newspapers died naturally, out of sheer exhaustion.

A 1975 progress report from Tanzania has this paragraph on the rural press and its use in the Tanzanian Project:

> The Rural Press project established in Mwanza has started to publish a monthly newspaper, "Elimu Haina Mwisho," covering the Four Lake Regions. /The monthly started in January, 1974 with an edition of 5,000 copies; in October, 1974 the print order was 20,000./ This newspaper is distributed to literacy classes to provide second-year learners with additional reading materials; as it expands, it will increase the printed materials made available to literates in the area.[2]

The new approach makes sense. The Tanzanian Project now does not have four rural newspapers and four pretenses to keep--that those newspapers are being produced by the communities themselves. The monthly newspaper cuts down the distribution problems to size and while it may

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[1] This statement on rural newspapers in Tanzania has been developed on the basis of the author's correspondence with Mr. Jean-Pierre Ryckmans, Chief Technical Adviser of the "Unesco/Tanzanian Curriculum, Programmes, and Materials Development Project," during October-November, 1975.

[2] The report simply entitled, The Adult Literacy Programme in Tanzania was compiled during the early months of 1975 and was made available to the author by Mr. Jean-Pierre Ryckmans.

not be able to dish out news as they happen day by day, it can make up by presenting news with elaborations of the framework in which they might be interpreted. It is thus an excellent half-way house.

The policy maker should not fail to consider the possibility of the regular newspapers from the capital city or other cities in the nation carrying a page for the newly literate. One is indeed entitled to wonder why newspapers of a nation that is 80 per cent or more rural should not be "rural newspapers." In the case of state controlled newspapers, it should not be a problem to pursuade newspaper editors to make this service available to the new readers. In countries with the traditions of "free" press, commercial considerations may outweigh social obligations to this powerless public. In Kenya some regular newspapers have found that the inclusion of a page for the new literate increased their circulation enough to make it worth their while to provide this service. However, in India, in response to this author's request for inclusion of such a page for new literates, the editor responded--"Happily, if you would buy the space!"

As we have indicated elsewhere, the socially and the economically disadvantaged need help also in establishing consumption behaviors in regard to the incorporation of information, education and culture. Often messages don't merely have to be produced, they must initially be administered in group situations to establish psycho-social valences, assist in understandings and establish the habit so that individuals when left to themselves might seek, evaluate and use the new media of information. The establishment of "News and Views Clubs," "Informed Citizen Groups," "Newspaper Forums" and other similar patterns for consumption of the newspaper might, therefore, be important to structure.

In summary, a genuine rural press is both a desirable and a practical ideal. The rural newspaper would fulfill a role that books cannot

fulfill under any conceivable circumstances. To begin with, however, policy makers may be satisfied with a rurally-oriented periodical rather than insisting upon a multiplicity of locally produced daily newspapers. That must wait until local communities have acquired experience with the medium; and a minimum of infrastructures of roads, rails, and mails have been built.

Bringing Books and Readers Together: Book Shops and Libraries

A book that does not reach its readers is a cry in the wilderness that no one heard. Books must get to their readers or the readers must get to the books so that they might pick up a book and read. It is now conventional wisdom[1] that literacy if not used, gets lost. Researchers have found general support for such a position.[2]

There are two general approaches available to the policy maker to bring books and their readers together: (1) promoting acquisition of books by individual readers, and (2) establishing libraries for collective, multiple use of book collections.

Individual Acquisition

Some books are literally consumed as they are read and re-read. Those must, naturally, be individually owned. There are some others that a man or a woman must want to own--the Bible, Geeta or the Koran; a dictionary, an anthology of favorite poems; a book of history, an autobiography of a hero, or some novels; a book on wines, or cheese or magic. We must create a world where any person can have a small personal library of his own. In the immediate and concrete realities of the Third World,

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[1] ED/Conference. 26/2, Page 3, Unesco, May 1970.

[2] J.M. Kapoor and Prodipto Roy, Retention of Literacy. New Delhi: Council for Social Development, 1970. Also Mushtaq Ahmed, "Retention of Literacy Skills in Adults," Literacy Work, Vol. II, No. 4, May 1973, pp 43-53.

however, even this much is not possible. With the present levels of incomes in the Third World, the new readers are unlikely to be able to buy books. The experience of selling individual books to individual readers has been sad as much in India as in Tanzania or Bolivia. And there is perhaps not enough paper around in this World to raise the consumption of cultural paper in the Third World anywhere close to the levels of consumption of cultural paper in the West.[1]

The major focus in the Third World, therefore, should be on collective, social and multiple use of books and other reading materials--through libraries.

Status of Libraries in the Third World

Underdevelopment is an all-pervasive phenomenon. The library is neither a frequent nor an accessible institution in the Third World. Counting all kinds of libraries--public libraries, specialized libraries and libraries in schools and universities, Mali had seven, Niger 21, Liberia 69, Ivory Coast 79, Bolivia 105, Thailand 602, Sweden 2,922 and U.S.S.R. 350,800 as reported in Unesco Statistical Sourcebook, 1974.

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[1] Reference may be made to Table I included earlier in this Chapter. The paper crisis is a frequently discussed world issue today and in the Third World it appears in the concrete form of endemic newsprint shortages. It is being suggested, however, that paper shortages may be more a matter of shortsightedness rather than of real scarcities of resources. Fletcher L. Byrom; chairman of board, Koppers Company of America was recently quoted saying as follows: "In recent times, we have been confronted by a shortage of paper. For almost 2000 years, man used the hemp plant to make paper. The abundance of forest lands in this country fostered an almost complete conversion to wood pulp by the early 1900s. The death blow to hemp farms was delivered by the Marijuana Tax Act of 1937. The significant thing is that, as early as 1916, we had a study that showed we could get more than four times as much paper out of an acre of hemp as we do out of an acre of pulp trees. And the Library of Congress reports that books printed from hemp and flax are still holding up after 400 years, while pulp wood lasts for less than a century."

The New Libraries: Not Palaces but Places and Patterns

The mention of the word "library" conjures up in the minds of many images of big buildings that are bigger than palaces; where the high ceilings overawe you as you enter; where you walk through long marble corridors to get lost in miles and miles of guarded bookshelves. These images of libraries must be expanded to make room for the new libraries. The new libraries must not be palaces but merely places and patterns. The new concept of the library must include unpretentiousness, openness, responsiveness and mobility. This means that libraries might be small, no more than a hundred books in a box! They must be responsive to the needs of the readers, they must be open and accessible, and they must go to the readers if the readers cannot come to them.

The work over the years of Literacy House, Lucknow, in the establishment of patterns of distribution of books through a network of libraries has been examplary.

Central Library. A central collection of books was built up at the Literacy House campus and then different approaches were used to take books to the readers, in this case the new literates in villages in the field-work area, who were not being served by any other arrangement.

Market Libraries. Books were carried in specially designed boxes to the village market on market days. Villagers who came to buy and sell produce, also borrowed books and returned ones they had borrowed before. A nominal fee was charged as membership--one fourth of one Indian rupee, some 4¢. Books were rarely lost even though it was not always easy to find out where the borrowers came from.

Mobile Libraries. These were library vans specially fixed for display of books and followed fixed routes in labor colonies in urban areas.

Bell Bicycle Libraries. Boys on bicycles with bells in hand went into the villages to the reader's door steps. They called their readers from their homes with the ringing of bells. Books were borrowed and returned.

Years later and on a different continent similar ideas in libraries have been actualized. The Tanzanian literacy campaign declared by TANU in September 1971, and which by May 1974, claimed to enroll 3,500,000 readers, has also developed innovative patterns of book distributions. A mobile library system operating from the larger regional libraries takes books to village libraries and adult education centers. Under the Book Box System, any village or organization can write to a library to have a box of books sent to location free of charge. The recipient is expected to exchange books once in a year. At the time of writing Tanzania was involved in a most ambitious program of establishing small libraries in some 1800 wards in the country. This same pattern is being repeated in Laos and Rhodesia.

Policy makers must internalize these new images of the library. Here, again, as in the actualization of other functions, suitable reinforcing structures would help.

National Library Associations

A useful reinforcing structure for libraries in developing countries would be the national library associations which could have special divisions for school libraries, urban libraries and rural libraries. This would bring together and organize a group of people who could spend most of their time thinking and talking about libraries and could ultimately act as an interest group for the promotion of libraries. The International Federation of Library Associations (IFLA) and the International

Council for Adult Education (ICAE) currently have joined together to provide assistance and support to both library associations and adult education associations in developing countries and are planning establishment of regional offices in Asia, Africa and Latin America to be of greater assistance. That is good news for adult educators.

But adult educators must see that books make news. They should distribute books, arrange book displays and exhibitions, discuss books on the radio and on TV, they must organize readers' forums and book clubs and bring to these forums and clubs the voices and faces of those who wrote those books. And why shouldn't one be able to buy a book as easily as a cigarette or a packet of tea leaves any place in the world?

To summarize, a balance must be struck between private possession of a selection of books by individual readers and multiple, social use of books made available through libraries. Ecological and environmental considerations, national resources, purchasing capacity of new readers in the Third World all point to the desirability of a strong library policy. The old idols of libraries as palaces must be buried. The new image of the library must accommodate smallness, unpretentiousness, openness and mobility.

Conclusions

In a discussion such as the present one, and in attempting to relate to policy makers in the area of adult education in most of the Third World, one is forced to be general. We have thus covered the most important general issues, the most compelling possibilities and the most likely constrains in the formulation and implementation of policies for the production and distribution of reading materials for the new reading public. We have chosen for comment those strategies and solutions which

we thought would be responsive, flexible and innovative for different adult education institutions in different countries in producing books and newspapers and in taking them to their readers.

Policy makers do not wish to write in the sand. They wish their policy prescriptions to be followed systematically and with reasonable continuity. They are, therefore, always interested in the structures within which the new functions they propose will be performed. For this reason, we have often commented on the aspect of institutionalization of functions and structures we have discussed in the preceding. A particular group of policy makers in a particular country or region engaged in the task of formulating policies for production and distribution of reading materials for that country or region at a particular time in history may not, necessarily, find in this paper a set of directives to follow; but hopefully this paper would have defined the policy arena, clarified the issues, described the dynamics of processes, enumerated options, provided language for justification or rejection as they go through the rational-political tasks of translating ideological directions and national commitments into policies and plans for action.

ANNOTATED BIBLIOGRAPHY[1]

Adult Education Writers' Workshop, Lahore, Nov. 13-17, 1972. (Collection of papers bound together by the Library) Lahore, 1972. Organized under the auspices of Adult Education Development Board.

This report of a 1972 Writers workshop has as its major consideration the state of materials used in literacy programmes in Pakistan. The report includes workshop "handouts" on the art of writing simply, format for production, knowing the reader, and special considerations for the author in writing for a newly literate audience.

Ahmed, Mushtaq. "A comparative study of two styles of writing for new literates," Literacy discussion. Tehran, International Institute for Adult Literacy Methods. v. III, no. 2 (June 1972), p. 293-301

This study compares two styles of writing for new literates in Zambia. One was a literal translation of an English text into the vernacular. The second was written in a style natural to Bemba, a Zambian language. The study hypothesized that the style of the former was artificial, retarded speed and comprehension and was difficult for the new literate to read. The findings of the survey in regard to reading and comprehension ease, though favouring the revised version, was insignificant. In matters of preference, the majority of those interviewed preferred the translated text.

Asthana V.K. Evaluation of workers mobile library at Kanpur; a draft report. Lucknow, Investigation, Evaluation and Research Coordination Section, Literacy House, 1968. 78 p.

The report presents evaluation data on workers' mobile library system which was begun by Literacy House in 1967 to establish and maintain a flow of follow-up materials to new literates.

Asthana, V.K. 21st. Writers' Workshop; an evaluation. Lucknow, India, Evaluation and Research Section, Literacy House, 1970. 25 p.

This workshop report provides background information on Literacy House's school of social writing and outlines procedures employed in the conduct of writers workshops. The document presents evaluation data on the workshops and participants.

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[1] This annotated bibliography was prepared by the research and documentation staff of the International Institute for Adult Literacy Methods, Tehran, Iran. Annotations should enable policy makers to make appropriate choices about supplementary reading and reference materials.

Bamberger, Richard. Promoting the reading habit. (Paris) Unesco (c 1975) 52 p.

In this study, the author presents a summary of the findings of international research on the promotion of the reading habit. Although an impressive study, the author has not included research on the promotion of the reading habit among a new literate population nor has this audience been included among those for the whom the reading habit should be promoted.

Barnett, Stanley A. Manual on book and library activities in developing countries, by Stanley A. Barnett (and) Roland R. Piggford. Washington, D.C./New York, Agency for International Development/School of Library Science, State University of New York/Wolf Management Services, Wolf and Company, 1969. xi, 235 p.

The first part of this manual provides general background information on needs and practices dealing with the role of books in national development growth process, summaries of the major book needs in Africa, Asia and Latin America, and summaries of developing country book and library programmes. In the second part, the manual describes activities, programmes, methods and techniques for implementation that have been employed in the creation of book related programmes and projects in the developing world. Although no one section of the book treats the production of reading materials for new literates, specific reference is made to the existing needs of such an audience.

Benue Valley Vernacular Writers Workshop, Mkar, Nigeria, 1973. Report, by Rob Koops. 11 p.

This document provides the reader with the objectives of the organizers of the above mentioned writers workshop. The skills and ideas developed during the workshop included writing various types of literature, preparing booklets and determining costs, and organizing people into a working literacy programmes. The workshop report stresses the importance of the preservation of oral tradition, the importance of traditional knowledge, the need for a continuous output of literature and the inclusion of people with specialized outside knowledge into the writing task.

Clarke, Ronald F., ed. Continuing literacy. Kampala, Milton Obote Foundation, Adult Education Centre (c 1968) 194 p.

This three part conference report contains seven papers presented at a 1968 conference on functional literacy and the provision of continuing reading materials. Major areas treated by the papers include problems of literacy follow up, preparation of reading materials, the teaching and practice of reading skills and distribution systems for books and reading materials.

Contreras, Luis. Manual sobre la preparación de materiales de lectura para adultos (Manual for the preparation of adult reading materials) (by) L. Contreras (and others) Caracas, CREA, 1972. 115 p.

This manual, written especially for producers of easy to read materials in Latin America, treats many of the technical human and material resource, economical and distribution problems involved in the production of reading materials for adults. Separate chapters are devoted to the fundamentals of production and the use, function and content of reading materials for an adult audience.

Cook, Bruce L. The use of pictures in literacy education. h.p. 1973 71 p.

This study summarizes a survey of literature on the use and role of pictures in literacy education. The three basic areas considered in the study are communication by pictorial symbols, the use of pictures in education for literacy; and the use of pictures in publications for new literates.

Delavenay, Emile. For books. Paris, Unesco, 1974. 74 p.

The aim of this booklet is, by briefly showing the diversity of the tasks undertaken since International Book Year, to survey the multiform but concerted and co-ordinated activities which, while centered on books as their main theme, converge on the fuller development of man. The booklet addresses the problems involved in providing books for a newly literate audience and suggests transcription of non-written languages, production of books in national languages and functional literacy as possible aids in remedying the situation.

Ganapathy, K.R., asst. ed. Writing for low level literates. Bangalore, University of Agricultural Sciences, 1971. 34 p.

In this booklet, the author presents the different aspects of the problem of mass communications with an emphasis on the problems of communication as applied to low level literates. The author encourages the use of newspapers in providing access to reading materials for new literates. Writing and publication guidelines are given as well.

Gordon, Jr. Raymond G., ed. Notes on literacy no. 18. Huntington Beach, California, Summer Institute of Linguistics, 1975. 40 p.

This paper presents a detailed summary of the way in which writers' workshops have been conducted by SIL in both Latin America and Nigeria since 1970. The report includes samples of "handout" materials such as format, general procedures, village news sheets, which were used in the course of the training programmes.

Heintze, Ingeborg. The Organization of the small public library. (Paris, 1963) 66 p.

This booklet was written specifically for people without previous library training or librarianship and who are faced with the task of running small public libraries. The publication explains the rudiments of library work and provides further sources to which the reader may turn for additional information.

Hussain, Ch. Ghulam. "Communicative publications for neo-literate farmers," Literacy discussion. Tehran, International Institute for Adult Literacy Methods. v. II, no. 3 (Summer 1971), p. 129-134

In this article, the author speaks to a growing awareness for making provisions for an extensive range of communicative publications on subjects of immediate interest and importance to neo-literate farmers in Pakistan. He cites the assessment of reader interests, distribution and sale of reading materials as major obstacles to be overcome in the provision of adequate reading materials for a newly literate audience.

"Illiteracy in India," The education quarterly. New Delhi, Ministry of Education. v. xx, no. 2, (July 1968), iii, 59 p.

The paper discusses the types of literature required for a new reading audience, the need for preparation and production of literature, the problems involved in book production, research studies carried out on reader interest among new literates and the present (1968) situation of literature production for new literates in India.

International Symposium on Functional Literacy within the context of Adult Education, Berlin, West, 1973. Etude de cas sur Kibaru, par Boubacar Mahamane Traore. (Berlin?) Fundation Allemande pour le Développement International/Institut International pour les Méthodes d'Alphabétisation des Adultes, Téhéran/Association Allemande des Universités Populaires, 1973. 7, 2 p.

The development of a rural newspaper as a means of follow up literacy support in Mali is the subject of this case study. Difficulties encountered in the management and distribution of the newspaper and the prospects for its future use and place in literacy follow up are discussed.

Kaungamno, Ezekiel E. A national plan for the development of library services. (Nairobi?, 1972) 24 p.

In this paper the author discusses briefly the principles of macro-library planning and then proceeds with a case study of the Tanganyika Library Service which was founded in 1964 and which provides valuable back up support for the national literacy campaigns in Tanzania.

Klitgaard, A. Factors influencing reading in Dari (Kabul?) Functional Literacy Project, Afghanistan, 1975, 10 p.

The aim of this paper is to call attention to certain factors to be considered when setting norms for the preparation of reading materials in a language such as Dari. Factors discussed include the choice of script, number of letters in the alphabet used, sound representation, word length, spacing of words, and printed or calligraphed texts.

Lawrence, Robert de T. A short course on establishing self-help, self-supporting news publications in the developing nations. Delivered at the University of Dakar under the guidance of Unesco and Aid/Washington, July, 1970 (n. p. c 1970) 124 p.

This seminar report presents the outline of a course in rural journalism offered to participants from fourteen Francophone countries in Africa. The author as well provides background reading on the need for local publication, the use of small equipment in production, planning for production of rural news media, training for production, writing for and managing a rural press enterprise.

Magney, Gordon Kay. The expressed reading interests and motivations of male literacy students in Kabul, Afghanistan. n.p., 1974. xvi, 163 p.; and Magney, Grace E. The expressed reading interests and expectations of newly literate women in Kabul. Syracus, New York, 1974. ix, 148 p.

These companion studies reports on surveys of reader interest and preference among newly literate women and men in Kabul, Afghanistan. The survey of female new literates showed a preference toward literature dealing with religion, sewing and family problems. Women with a higher literacy ability seemed to be more interested in careers, social studies and reading for relaxation. The major interests indicated by male new literates were the Islamic religion, stories and news articles. Both studies include sample copies of the interview schedule used in the survey in both English and Dari languages.

Ministry of Education and Social Welfare. Directorate of Adult Education, India. Preliminary report on problem survey preparatory to construction of functional material in Jaipur District. New Delhi (ca. 1971) 13,39 p.

This report deals with the conduct of a problem survey prior to the construction of reading materials for farmers in an Indian literacy project. The report outlines the procedures adopted in conducting the survey, the diagnosis of the situation, the interpretation of the situation and the definition of the functional literacy target. Among annexures included is a copy of the problem survey questionnaire.

Nagappa, T.R. "Work-oriented literature for neo-literates; a team operation," Indian journal of adult education. New Delhi, Indian Adult Education Association. vol. 32, no. 7 (July 1971), p. 15-16

The activities of the Mysore State Adult Education Council in the realm of publication/production of reading materials for new literates are

the subject of this short article. The author discusses the need for the conduct of surveys of reader interest and the use of those surveys in subsequent writers workshops.

National writers' workshop: production of reading materials for new literates. New Delhi. Directorate of Adult Education, Ministry of Education and Social Welfare. 1971.

This report comments on major question of concern in the production of reading materials for new literates and those with limited reading abilities. Points discussed include criteria for material readability, subject matter surveys, schemes for bringing out more literature and prize competitions for authors.

Perry-Widstrand, Rede. "Library services - for whom?" Library in East Africa. (Uppsala, Sweden) (1971), p. 9-19.

In this article, the author discusses the current situation of library services in East Africa and the increasing need for re-organization of libraries to meet the needs of the masses. He feels that libraries have a significant part to play in literacy and can be a prime mover in the provision of reading materials for new literates.

Richards, Charles Granston, ed. The provision of popular reading materials; a collection of studies and technical papers (Paris) Unesco (c 1959) 298 p.

This Unesco publication is perhaps the most well known single volume devoted to the production of literature for a newly literate audience. Not only does the book offer advice to those writing materials for new literates, but it reports, as well, on the activities of organizations at work in the field and on research on communication through printed materials, factors influencing the effectiveness of fundamental reading materials, book illustrations and word counts. The case studies, which represent the bulk of the document, present steps taken by various governments to bridge the gap between the literacy primer and the normal production of publishing houses.

Richert, Ernest L. Report of the National Writers Workshop. Ukarumpa, Papua, New Guinea, 1975. 13 p.

This report, on writers' workshop for participants representing nine linguistic groups, places emphasis on the use of the vernacular languages in the preparation of reading materials for new literates.

Seminar on Regional Problems of Book Production and Distribution in the Caribbean, St. Augustine, Trinidad and Tobago, 1972. From imitation to innovation. (St. Augustine? Secretariat of the Trinidad and Tobago National Commission for Unesco, 1972?) 216 p.

This report on regional problems of book production and distribution treats the production of reading materials for a wide range of audiences. The report represents one geographic region's attempts to develop an appropriate book industry rather than copy the industry of another area.

Shaw, E.C. Reaching new readers in rural areas (Lucknow) Literacy House (1970) 34 p.

The author discusses distribution systems developed and tried by Literacy House, Lucknow, in making reading materials available for a new reading public in rural areas. Systems discussed include the tin trunk library, the market mobile library and Bell bicycle library.

Shivpuri, P.N. Reading interests of neo-literates. (Lucknow, India, Literacy House, 1969) 10 p.

This Indian study reports on a survey conducted in an area long served by Literacy House, Lucknow, and its library distribution system, to find out who were the beneficiaries of literacy classes, who had retained literacy skills, who had been provided with follow up materials and what types of literature new literates were interested in. The findings of the study contradict previously held views that rural new literates would be naturally interested in agriculture, animal husbandry and religion. Those interviewed voiced a strong preference for stories, folk tales and drama.

Simple reading materials for adults: its preparation and use. Paris, Unesco. (1965 c 1963).

This book is intended as a working guide of methods for those who write, illustrate and publish reading materials for new literates.

Smith, G.A. A report on the Dulverton pilot scheme for rural libraries, (Salisbury) Institute of Adult Education, University of Rhodesia (1973) 23 p.

In this paper, the author discusses the need for library services in African rural areas to be integrated with overall development. He reports on a pilot project employing a distribution system similar to one developed by Literacy House, Lucknow - the tin trunk library service.

"The role of libraries in post-literacy adult education," Literacy documentation. vol. III, no. 2 (Spring 1974).

In this article, the author discusses the goals, the policies and the problems of providing library services for new literates of main land Tanzania.

Topuz, Hifzi, "Creation of a rural press for the newly literate," Literacy work. Tehran, International Institute for Adult Literacy Methods. v. 1,4, (January 1972), p. 87-92.

In his three part article the author treats the aims of the rural press in Africa, how to create a rural newspaper and the present situation and the constraints affecting the establishment of rural presses in developing countries. Among the major aims of a rural press, he lists that of providing reading materials, ensuring continuing education provision of civic information, creation of a dialogue with the masses and ensuring the participation of the masses.

U.S O.M. Research and Evaluation Division, Thailand. Reading materials and printing facilities in six northeast changwats. (Bangkok?) 1970 v. 49 p.

This report on field research in rural Thailand treats four questions to which the research was directed: What materials are available for people to read? Are rural people sufficiently motivated to read? What kinds of reading materials and format are most popular? and What kinds of printing facilities exist up-country?

Unesco Regional Office for Education in Africa, Senegal. Colloque Régional sur le Développement des Journaux Ruraux en Afrique Francophone, Dakar, 17-22 décembre 1973. Dakar, Unesco/Centre d'Edudes des Sciences et Techniques de l'Information (1973?) 1 v. (various pagings)

This regional seminar report presents position papers on the state of the rural press in six Francophone African countries: Dahomey, Mali, Niger, Republic of the Congo, Togo, and Upper Volta. The report as well includes papers concerning rural press in general, milieu studies, research and evaluation efforts necessary in the establishment of a rural press; the equipment, production, administration and difussion processes involved in running a rural press programme.

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971. Follow up of literacy (by) Anand Prakash (1971?) 7 p.

In this short paper, the author presents the aims of follow-up programmes and gives suggestions for follow-up materials and their distribution. Most of the suggestions offered concerning distribution systems are among those developed by Literacy House, Lucknow: the tin trunk library, market mobile libraries and the bell bicycle library.

Workshop on Writing Functional Literacy and Post-Literacy Materials, Ibadan, 1972. Programme, group reports, papers, presented by Amir H. Nasution. Ibadan, Institute of African Adult Education, University of Ibadan, 1972. 1 v. (various pagings).

This report deals with an operational seminar in Nigeria in which the attention was given to the application of the concept of functional literacy, a review of work oriented primers available from various Unesco pilot projects and special emphasis on the way and the method to write functional literacy and post literacy materials.

World Congress of the International Reading Association, Vienna, 1974, Literacy and libraries, by Henri T. Drennan 21 p.

This paper discusses a growing awareness among American librarians of the need to reassess modes of delivery and library use to include a wider reading public, many of whom are labelled as "disadvantaged." The author presents library programmes among "rural isolates," especially the Appalachian whites and American Indians, as examples of the provision of library services to members of the disadvantaged public.